DOCUMENT RESUME

ED 319 306 HE 023 495

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TITLE A Study of University of Central Texas Student Opinions Concerning Academic and Service Programs.
INSTITUTION Central Texas Univ., Killeen.
PUB DATE 20 Feb 90
NOTE 36p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Classroom Environment; *College Programs; College Students; *Educational Facilities; *Extracurricular Activities; *Financial Needs; Higher Education; State Universities; *Student Attitudes; Student Educational Objectives; Student Financial Aid; Surveys
IDENTIFIERS *University of Central Texas

ABSTRACT

As part of a larger campus-wide study, a student survey was developed to assess student perceptions of programs and services at the University of Central Texas (UCT) in Killeen. The survey focused on: (1) student financial needs, (2) student perceptions of academic and service programs, (3) student attitudes towards programs and services, and (4) the educational quality of student "out of class" activities. Surveys were obtained from 176 students. Findings are reported in terms of descriptive data, sex, age range, level of education, source, educational plans, financial support/financial costs, composite grades, instruction and curriculum, facilities related to instruction, administration, and UCT activities. Physical facilities were the area in which students were the most displeased. Students also desired more information prior to attending the University and improved procedures for registration and applying for financial aid. Eleven recommendations were developed which include the following: increase the focus of future marketing toward female students, develop greater congruence between syllabi and instruction, and increase efforts to improve the physical condition of the classrooms. Contains 13 references. Appendixes include sources of assessment instruments, the full UCT student survey, and written comments of students on the survey. (DB)

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A STUDY OF UNIVERSITY OF CENTRAL TEXAS STUDENT OPINIONS CONCERNING ACADEMIC AND SERVICE PROGRAMS

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A Study of University of Central Texas Student Opinions Concerning Academic and Service Programs

Introduction

In the Fall of 1989 the University of Central Texas, in continued preparation for the 1990 five-year interim study for the Southern Association of Colleges and Schools' Commission on Colleges, continued gathering information from the various constituents of the University to assess its progress since completion of the the last study, and to continue a two year-on-going study to adjust its strategic plan to better reflect needs of its future. The two year study was prompted by the President of the University, Dr. L. Harlan Ford, in order to assist his office, the office of Vice President of Operations, the office of Development and the office of the Vice President for Academic Affairs in their preparations of recommendations for his office and the Board of Regents. A student survey was developed to assess student perceptions of the various programs and services UCT offers. This study is a report of the findings of that survey.

Need for the Study

The survey described in this study was one of the tools used to assess student opinions of the various academic and service programs offered by the University. In particular it served four purposes. It assessed (1) student financial needs; (2) student perceptions of academic and service programs; (3) student attitudes towards programs and services; (4) the educational quality of student "out of class" activities. The survey was important to the University in that it provided a "picture" of how the students view the effectiveness of the various programs and services, and suggested changes which might be made to bring the opinions of the students more in line with the preferred "picture" of the University. The survey was developed with the idea that many times student decisions about the University are based upon their perceptions, rather than fact. If the survey was successful in identifying perceptions of noncongruence, then the University could develop plans and improve programs and services so they would bring student opinions into congruence with the University's desired perceptions. By bringing student opinions of programs and services to the University's desired level of student perception a sound base from which to develop the University's future strategic plans could be established. It is with this in mind the study was conducted and recommendations offered.

Procedures

The procedures used in this study to investigate student opinions concerning the academic and service programs of the University of Central Texas are described in this section. The sample, instrumentation, procedure, and data analysis are discussed in the following paragraphs.

Sample

Because of the difficulty involved in randomly selecting each person completing the survey, the sample was selected as a group. Each group composed a class which was meeting during the period of December 1 through December 11, 1989, though instruments were also distributed though the records office as students came to the office to register for the Spring Term. Of 300 surveys distributed, 176 (58.6%) were returned. Table 1 describes the sample by sex, level of education and age group. 51.7% of the sample were male and 46.5% were female, with 1.7% not indicating their sex.

Table 1
Breakdown of the Sample by Sex and Age Group

	Level of Education								
	Male				Female				Age Group
Age Group	AD	BS	MS	Doc	AD	BS	MS	Doc	Percent
Under 25*	4	6	2	0	4	9	1	0	18.9%
26 to 30	8	9	4	0	4	18	0	0	27.0%
31 to 35	0	9	2	0	4	6	1	0	13.8%
36 to 40	5	6	1	0	4	6	1	0	14.4%
41 to 45	1	10	1	0	2	3	2	0	11.9%
46 to 50	3	4	4	0	2	2	0	0	9.4%
51 to 55	0	0	2	0	0	1	0	0	1.9%
56 to 60	0	1	0	0	2	0	0	0	1.9%
61 to 65	0	0	0	0	0	1	0	0	.6%
65- over	0	0	0	0	0	0	0	0	0.0%

** The groups Under 23 and 20 to 25 years of age were combined because of overlapping information discovered after the survey had been administered.*

Instrument Design

The instrument for this study was the University of Central Texas Academic and Service Programs Survey (UCTASPS). The UCTASPS was designed following a review of surveys developed by other organizations for measuring student perceptions of programs and services. In addition, surveys were reviewed which used various methods of soliciting opinions in order to select the most appropriate method of encouraging responses for this study. The decision to develop a customized instrument was made following reviews of commercial instruments. Instruments and services from such organizations as Council for the Advancement of Standards (Self Assessment Guide), Ingersoll Williams and Associates (Assessing your enrollment), Summa Informations Systems Incorporated (Student Opinion of Instruction), STATMATS Communicatons Incorporated (Stamats Survey Series), and American College Testing Service (ACT Survey Service), were reviewed and determined not to be appropriate for collecting the type of data needed (See Appendix A for a

complete listing). In addition, the instruments did not lend themselves to the time schedule or surveying atmosphere necessary for the University's unique student body and scheduling (UCT is an upper level university offering 80% of its courses at night to a largely non-traditional student body).

Customized instruments developed by other universities, colleges and state agencies were also reviewed (Guidelines and Suggestions...., 1987; Guidelines for Performance, 1986; Redwine, 1989; Jorgensen, 1989). These instruments were determined to be inappropriate for the University's specific need, though they did suggest survey items and methods of survey development.

Item Selection

Following a review of the instruments previously mentioned, a list of areas for which the University needed information was developed. From this list survey items were developed and grouped according to the function or service to which they related. This draft document was then distributed for comments and suggestions, including additional questions, to the President, Vice President of Operations, Director of Development, Vice President of Academic Affairs, the Office of Student Services, the Financial Aid Officer, the Divisional Academic Chairs, and a graduate research class. Appendix B contains a copy of the final survey instrument.

Procedure

On November 27, 1989 a memo was sent to University Faculty requesting their cooperation and participation should graduate students ask their class to complete the student survey (See Appendix C for a copy of the memo). On November 27, 1989 instructions to the research graduate students, and Records Office staff concerning how to administer the survey were given. The survey was then administered, by the graduate students and Records Office, during the time period December 1 through December 11, 1989. The results were then tabulated, data analyzed, and recommendations made.

Data Analysis

Data were analyzed on an Apple McIntosh SE Computer, using Filemaker 4 software. A descriptive analysis has been provided appropriate to each item in order to describe its properties in simplest terms. A description of data handling for each item precedes the results and recommendations in order to provide ease of reading. Results have been expressed in percentage of occurances and/or a composite "grade." In addition, all comments written on the survey have been listed in Appendix D.

Findings

Descriptive Data

Section one of UCTASPS, Background Information, describes characteristics of the sample of the study. Data findings have been

presented followed by recommendations in order to provide ease of reading.

Sex

Table 1 describes the sex, age range and education level of the sample in this study. Results indicate 46.5% (82) of the sample (176) was female, with 51.7% (91) males and 1.7% (3) not indicating their sex.

Age Range

The age group with the most respondents in this study was age 26 to 30 (25%), with no students being older than 65. The smallest age group represented was 61 to 65, with .5% of the respondents in the survey. Table 2 rank orders the age groups from highest number of respondents to lowest. The groups "Under 23" and "20 to 25" years of age were combined because of overlapping information discovered after the survey had been administered.

Table 2
*Rank Order of Respondent Age Groups

Age Group	# of Respondents	% of Respondents
26 to 30	44	25.0
Under 25	31	17.6
31 to 35	26	14.7
36 to 40	25	14.2
41 to 45	20	11.3
45 to 50	18	10.2
51 to 55	4	2.3
56 to 60	3	1.7
61 to 65	1	.5
Not Identified	2	1.1
Grand Total	174	

* Percent variances from Table 1 are caused by the fact some people responded to age groups which did not respond to level of education.

Table 3
Education Level Percents

	# in Group		% in Group		Sample
Group	Males	Females	Males	Females	% Total
No Degree	6	8	3.4	4.6	8.0
A Degree	21	22	12.1	12.7	24.8
BS Degree	45	48	26.0	27.7	53.7
MS Degree	17	5	9.8	2.9	12.7
Doctorate	0	1	0.0	0.5	0.5

Level of Education

Table 1 describes the level of education and relates it to the age group and sex of respondents. The largest group of respondents were those who possessed a Bachelors Degree (53.7%), with the smallest group of respondents being those with a doctoral degree (.5%). The ratio of males to females in each group remained constant with every group except those possessing a Masters Degree. In this group there were 17 males, or 9.8% of the total sample, and only 5, or 2.9% females. Table 3 describes the percentages of males and females at each level of education.

Source

Since the University of Central Texas is primarily a non-traditional institution, in that the students do not typically live in the dormitories, item D, Source, sought to determine the source, or reason the student is in the UCT area. The largest source was from the non-military group, with 36.9% (65). The smallest groups were the Retired Military, with 18.2% (32), and the Husband/Wife of Military, with 18.2% (32). 25% (44) were Active Military and 1.7% (3) chose not to respond.

Educational Plans

Four items were included under the heading Educational Plans. The purpose was to determine what plans, in a continuing relationship to UCT, did the respondents possess.

In response to the statement "I plan to continue on a masters degree after graduation," 44% (78) said yes. 15.9% said "No," and 39% (70) did not respond.

In response to "I plan to complete the Master's Degree at UCT," 60.2% (106) responded "yes," with 21.5% (38) stating "No," and 18.1% (32) not responding.

"I plan to recommend UCT programs to friends" drew 64.2% (113) stating "Yes," 10.7% (19) stating "No," and 30.7% (54) not responding.

Responses to "I plan to support UCT financially after graduation," resulted in 21.5% (35) stating "Yes," 36.4% stating "No," and 42% (74) not responding.

Finally, in response to "I plan to send any son or daughter I might have to UCT," 19.8% (35) said "Yes," 35.2% (62) "No," and 44.8% (79) not responding.

Finacial Support/Financial Costs

The financial support and costs section of the survey was designed to provide the Financial Aid office with information to determine the financial needs of the various groups of students. Table 4 provides a description of the data gathered. The calculated average includes only those students who placed an amount in one or more of the expense categories. Students not responding to this section were not included in the averaging.

In Table 4 under the heading "Group" will be found two numbers

separated by a hypen. The first number refers to whether the student is without dependents (1), or has dependents (2). The second number which follows the hyphen, refers to whether the student is living with parents (1), living in campus housing (2), or living off campus (3). If a zero appears in either place, it means no response was given to that particular question. For example: 1-0 means a student without dependents who did not state where they lived.

Table 4
Average Monthly Financial Support for Various Student Groups

Group	# of Resp.	Room/ Board	Personal Items	Recreation	Transport.	Medical Expenses	Food	Avg Total
1-1	4	$ 150	$ 120	$ 150	$505	$ 55	$ 100	$1180
1-2	1	275	5	5	5	0	100	390
1-3	27	320	86	50	86	8	135	681
2-1	1	0	150	50	300	50	20	570
2-2	0	0	0	0	0	0	0	0
2-3	61	447	102	60	104	26	241	982
0-1	2	0	53	113	180	0	77	423
0-2	2	232	75	90	45	0	110	552
1-0	16	462	150	95	82	6	259	1055

Calculating Composite "Grades"

Throughout the remainder of sections IV, V, VI and VII a composite grade was calculated to reduce data into one descriptive statistic. The procedure used throughout these sections for calculating the composite grade follows.

Step 1 The number of students grading each item is totaled.

Step 2 The number of students giving each grade assignment is multiplied times the appropriate number of quality points:

A=5 C=3 F=1
B=4 D=2

Step 3 The total number of quality points is divided by the total number of students responding to the statement to gain a composite average number .

Step 4 A composite letter "grade" is assigned to the statement based upon the calculated composite average number and the University's grading scale, converted to the 5 point quality point system. (For example: University "A" = 90%, .90 X 5 = 4.5)

A= 4.5-5.0 =(90-100%) C= 3.5-3.99=(70- 79) F=(3.0
B= 4.0-4.49 =(80- 89%) D= 3.0-3.49=(60- 69)

Instruction and Curriculum

The Instruction and Curriculum section of the survey was designed to assess student perceptions concerning the quality of instruction and curriculum. Table 5 summarizes the responses to the seven statements. Students were asked " Based upon all of the classes you have taken at UCT, how would you grade UCT professors concerning (Circle the grade):".

Faculty were "graded" highest in knowledge of subject matter (53.8% graded them as "B") and ability to present and interpret subject matter (32.6% graded them as "B").

Table 5
** Instruction and Curriculum Student Opinion Summary*

Composite Graded Statement	Percentage A	B	C	D	F	Grade
A. Knowledge of subject matter	53.8	36.0	08.2	00.8	0.0	A
B. Ability to present & interpret subject matter	32.6	50.8	14.9	01.7	0.0	A
C. Ability to stimulate you academically	28.0	49.1	18.2	3.4	0.5	A
D. The quality of the courses you have taken	24.5	46.8	25.1	3.4	0.0	B
E. Quality of the textbooks & reading materials assigned in your classes	20.0	48.0	24.0	6.2	0.0	C
F. Quality of the syllabi for your classes	29.5	49.7	17.3	3.4	0.0	B
G. Accuracy of the syllabi for your classes (Do the classes carry out what the syllabi state?)	26.8	45.1	20.0	7.4	0.5	C

** Calculated percentages are based upon responses for each statement, not total number of surveys returned.*

Facilities Related to Instruction

Table 6 summarizes student responses to statements related to facilities used for instruction. Section "A" of the statements asked about quality; section "B" asked about quantity and; section "C" asked about availability. The statements were prefaced by "In general, how would you grade the:".

Table 6
Student Opinion Concerning Facilities Related to Instruction Summary

Statement	Percentage A	B	C	D	F	Composite Grade
A. Quality of the:						
-1 Buildings & rooms where classes are held	9.8	37.5	31.7	17.3	3.4	D
-2 Books contained in the University library	21.4	38.7	28.3	9.2	2.3	C
-3 Journals contained in the University library	23.3	35.6	28.1	9.9	2.9	C
-4 Of the building/ physical facilities of the University library	21.5	48.2	23.3	5.3	1.7	C
-5 Copy machines	23.9	43.4	22.6	7.5	2.1	C
-6 Computers	22.7	41.7	25.2	8.0	2.5	C
-7 Audio visual equipment	22.6	36.1	31.6	9.0	0.6	C
B. Quantity of the :						
-1 Books in the University library	17.6	41.8	28.2	9.4	2.9	C
-2 Journals in the University library	18.1	44.4	20.5	12.8	4.1	C
-3 Copy machines	22.2	38.6	23.5	14.4	1.2	C
-4 Computers	16.4	40.9	29.6	10.1	3.1	C
-5 Audio visual equipment	17.6	40.5	31.3	8.5	1.9	C
C. Availability of the:						
-1 Copy machines	18.4	25.0	28.5	8.3	8.3	C
-2 Computers in the library	13.2	42.1	34.6	5.0	2.5	C
-3 Audio visual equipment	20.9	42.4	28.1	5.2	3.2	C

Administration

The Administration section of the survey attempted to determine student opinions concerning the quality of administrative services. The statements were prefaced by "Quality of:". Table 7 summarizes student responses.

Table 7
Student Opinion Concerning Administration Summary

Statement	Percentage A	B	C	D	F	Composite Grade
Quality of:						
1. *Information about the University prior to application for admission*	23.9	38.0	24.5	10.5	2.9	C
2. *Information once received from initial inquiry*	29.4	43.5	21.8	4.7	0.5	B
3. *Services provided in admission process*	38.9	37.2	18.0	5.2	0.6	B
4. *Procedures involved in the registration process*	37.8	33.7	18.0	6.9	3.5	C
5. *Relations with administrative offices*	44.4	32.7	15.8	5.8	1.2	B
6. *Personal contact with University after becoming a student*	38.8	33.5	18.8	7.6	1.2	B
7. *Obtaining information about financial assistance*	35.4	26.7	19.3	13.6	4.7	C
8. *Administration of financial assistance after it is granted*	31.7	37.2	20.0	6.9	4.1	C
9. *Student counseling services*	28.5	31.2	20.4	13.6	6.1	C
10. *Access to learning resource facilities (Library, computers, etc.) After hours and off days*	27.7	40.9	23.4	6.0	1.8	C

University of Central Texas Activity

The University of Central Texas Activity section seeks to identify student opinions about activities which enhance the student's personal and career opportunities. Many times these activities are communicated informally through University faculty or personnel. Enhancing activities are activities which are not necessarily planned. Role modeling and interaction with faculty and staff are some common ways these enhancements are informally communicated.

Statements for the activity section were prefaced by "OPINIONS ABOUT THE UNIVERSITY: Circle the grade which you believe best reflects the extent to which UCT has:". Table 8 summarizes student responses.

Table 8
Summary of Student Opinion Concerning University of Central Texas Activity

Statement	Percentage A	B	C	D	F	Composite Grade
1. PROMOTED conscious citizenship	22.9	36.7	30.7	6.6	3.0	C
2. Provided a setting characterized by moral responsibility and sensitivity	22.3	45.2	27.1	3.5	1.8	C
3. Stimulated your continuing intellectual curiousity	24.7	44.1	22.9	6.5	1.8	C
4. Prepared you for:						
A. Advanced study	28.0	42.0	19.3	8.4	1.2	C
B. Career advancement	31.2	40.1	21.7	6.4	0.6	C
5. DEVELOPED your ability to:						
A. Synthesize knowledge	27.0	43.0	23.0	5.0	0.0	C
B. Communicate effectively	31.7	39.6	23.7	4.9	0.0	B
6. PROVIDED opportunities to:						
A. Acquire ethical knowledge and values	27.8	37.0	27.3	7.2	0.6	C
B. Practical knowledge and values	28.2	39.9	26.3	3.6	1.8	B
7. ENCOURAGED leadership and involvement	25.2	35.6	27.0	9.2	3.1	C
8. Provided services which fostered:						
A. SKILL development	26.3	42.5	21.0	9.0	1.2	C
B. Self AWARENESS	28.4	38.8	24.8	7.8	0.0	C
C. Personal GROWTH	29.3	37.8	24.4	8.5	0.0	C
D. Career develpment	28.9	36.7	24.1	8.4	1.8	C

Recommendations

The four purposes of conducting this study were to assess: (1) student financial needs; (2) student perceptions of academic and service programs; (3) student attitudes towards programs and services, and; (4) the educational quality of students' "out of class" activities. The eleven recommendations which follow are based upon the findings of this study and will be used to assist the University in the development of a strategic plan for meeting its future.

Recommendation 1: Increase the focus of future marketing toward female students, encouraging them to complete their Masters Degree.

Rationale: As indicated in Table 3, the ratio of female to male students in each educational category was basically equal, with the exception of the female students in the Master's Degree category. There were approximately three males to every one female having completed a Master's Degree. If the ratio of males to females in the Associate's and Bachelor's Degree catagories are equal, then it seems the University is losing some of its female students after they complete the Bachelor's Degree. If the ratio of female to male students in this category can be equalized, then the University can realize a 6% rise in student enrollment.

Recommendation 2. Increase focus of University marketing effort toward potential students who have 60 hours of college work, but have not completed an Associates Degree.

Rationale: The survey indicates enrollment of a small number of non-degree holding students. This category could potentially be our largest market. If the University can identify these potential students and ways of communicating with them, then the University could increase enrollment. Active recruiting is conducted by visiting Junior Colleges in the area. The University needs to be more aggressive in its efforts to attract students who are not coming directly from a Junior or Community College.

Recommendation 3: The University should explore and implement methods of bonding students to the University mission while students are completing their degree.

Rationale: A review of the survey will provide the evidence for a need to develop appreciation within students for the educational opportunity the University provides. As the future of the University unfolds, there will be greater need for outside financial support. Former students should play a large part in supporting the University as they enter their prime years of employment. Without a conscious effort by the University to communicate its mission, bonding students to the need for their support in later years, the University will be at greater risk should a crisis strike.

The results of this survey clearly suggests a POTENTIAL lack of commitment to the University, following graduation, of a majority of present students. The University should begin developing commitment within these students now, so alumni commitment will be in place as resource needs of the University increase.

Recommendation 4: Faculty should conduct reviews of the textbooks and reading materials assigned for courses to determine if the student's perceptions of the materials are valid.

Rationale: Results of the survey rated Faculty knowledge, instruction and quality of the courses they teach very high . On the opposite end of the scale the students graded the materials and textbooks for classes much lower. This suggests the need to review the textbooks and reading material for courses to determine what causes such student response. Once the reason for such a response is determined, corrective action, if necessary, could be taken.

Recommendation 5: Faculty should be encouraged to develop greater congruence between syllabi and instruction.

Rationale: Syllabi should reflect the instruction to be carried out through the duration of a course. The syllabus is the instrument by which students make decisions about remaining in a course during the first few weeks of classes. It is also the legal document for determining what is required of students in order to successfully complete the course. Using syllabi which are not reflective of course activities is misleading and unsound. The University has the responsibility to assure students that the syllabi reflect, as much as possible, the actual instruction provided by a course.

Recommendation 6: Efforts should be increased to improve the physical condition of classrooms while efforts to begin the UCT Building are continued. Recommendations include cosmetic improvements such as painting the rooms a brighter color; increasing the lighting in classroom hallways, and identifing new classroom space.

Rationale: The quality of the buildings and rooms where classes are held statement was graded the lowest of all statements on the survey.

As the University becomes more aggressive in its recruiting strategy quality classroom space will become critical. Recruiting to increase enrolllment is only effective if each year you can retain a large proportion of students from the previous year. Poor classroom environment can affect retention and destroy increased enrollment opportunities. Realizing the University's situation, efforts should be made to develop interim goals for improving the student perception of the quality of classrooms and hallways.

Recommendation 7: The Library should be instructed to conduct further study to determine student perceived priorities for improving the quality and quantity of library materials.

Rationale: A review of Table 6, Student Opinion Concerning

Facilities Related to Instruction Summary indicates student perception of the quality and quantity of material in the library could be improved. Of the fourteen statements concerning the Library and instructional materials it contains, not one composite grade greater then a "C" was realized. However, before action is taken to improve these "grades" it will be necessary to pinpoint the reason for the responses given.

Recommendation 8: Registration procedures should be reviewed and streamlined.

Rationale: Students assigned procedures for registration a "C". Simplicity of registration can have a positive effect upon retention of students. Therefore attention should be given to the review of registration to determine methods of making it less complicated.

Recommendation 9: A review of methods of conveying information to students prior to, during, and after registration needs to be conducted, with recommendations for improving the dispersal of information.

Rationale: Table 7 Student Opinion Concerning Administration Summary suggests that students are not pleased with the quality of information about University service programs. By reviewing the methods of delivering information to students, the University may discover the need to adjust catalogs, fliers, and newspaper ads to better communicate University information.

Recommendation 10: Increased emphasis should be focused upon civic responsibility in order to provide students the qualities which will assist them in their personal and career lives.

Rationale: The very fact that University of Central Texas graduates will possess a Bachelor's or Master's Degree will place them into community leadership roles. The responsibility to prepare the student for such a position is great. The University has the responsibility to assure that students have a set of values which reflect those accepted by society. Student responses to the survey indicate that students do not grade the Universiy very high in promoting citizenship, moral responsibility, or providing ethical knowledge and values. This requires the University to increase emphasis and awareness upon civic responsibility.

Recommendation 11: Continued efffort must be made periodically to assess the opinions of students.

Rationale: By comparing each year's results with the previous years the University can develop a base line of information concerning student opinions. These opinions can be used to guide the University in the development of strategic plans by signaling the University of changes which may be occurring in the attitudes and needs of the University's student body.

Summary

Through the UCTASPS the University has gained additional insight into the thoughts and perceptions of its student body. The University has found that in general students are very pleased with the curricular programs and the professors who deliver the instruction. Physical facilities seems to be the area in which students are the most displeased. Information to the students prior to attending the University is an area which student response identified as needing attention. The administrative functions seemed to be adequate, but results of the survey suggest a need to review the procedures for registration and financial aid in order to improve interaction of the system with the student.

Based upon the results of the study, eleven recommendations have been provided. Included is a recommendation to distribute the results of the survey to various committees for further study and development of priorities for improvement during the 1990-91 academic year.

The UCTASPS has provided a base line from which to measure the success of future institutional goals in terms of student perception. Repeating UCTASPS yearly should identify changes in the attitudes and perceptions of students while providing the University another tool for planning succcess.

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APPENDIX A

Sources For Developing or Purchasing Assessment Instruments

Academic Profile II
The College Board of ETS College and University Programs, Princeton, New Jersey 08541-0001
Phone 609-734-1162

The ACT Evaluation/Survey Service. ACT, 2201 North Dodge Street, P. O. Box 168, Iowa City, Iowa. 52243
Phone 319-337-1000

Assessing Your Enrolllment Programs. Ingersoll Williams and Associates, Incorporated, 7200 East Dry Creek Road, Suite C-203, Englewood, Colorado. 80112
Phone 303-694-3930

CAS Standard Self Assessment Guide. Council for the Advancement of Standards for Student Services/Development Programs, 2108 North Administration Building, University of Maryland, College Park, Maryland. 20742

NCHEMS Publications (Various guides and assessment instruments)
NCHEMS Publications Department, P.O. Drawer P, Boulder, Colorado. 80302
Phone 303-497-0390

STAMATS Survey Series. STAMATS Communications, College and University Division, 427 Sixth Avenue S.E., P.O. Box 1888, Cedar Rapids, Iowa. 52406-9914

Student Instructional Report (SIR). Educational Testing Service,PO. Box 6810/Department 104,Princeton, New Jersey. 08541-6810
Phone 609-921-9000

Student Opinion of Instruction Survey. SUMMA Information Systems Incorporated. Box 2172, Greenvilles, North Carolina. 27834
Phone 919-757-1466

APPENDIX B

University of Central Texas Academic Services Program Survey

VIII. GENERAL INFORMATION

A. How hard do you feel you have had to work for your class grades? (Circle one number)

(---Not Very hard----------Very Hard---)

1 2 3 4 5 6 7 8 9 10

B. How many times a week do you use the library?

[ ] 0 times a week [ ] 6 to 10 times a week
[ ] 1 to 5 times a week [ ] 11 or more times a week

C. How long is your AVERAGE use of the library?

[ ] Less than 20 minutes [ ] 2 hours
[ ] 1 hour [ ] Greater than 2 hours

D. If you had to decide again if you would attend a university, would you?

Yes [ ] No [ ] Unsure [ ]

E. If the University publicized those businesses which support it financially, would you make an extra effort to do your purchasing at those businesses?

Yes [ ] No [ ] Because: _____

Thank you!

COMMENTS:

UNIVERSITY OF CENTRAL TEXAS ACADEMIC AND SERVICE PROGRAMS SURVEY

UCT would like for you to "grade" the academic programs and services it provides. The purpose of the grading is to assess your opinion of how well the University of Central Texas is doing in meeting your educational needs. You need not identify yourself. Your personal responses will be kept confidential.

I. BACKGROUND INFORMATION: Please check the appropriate box.

A. SEX: Male [ ] Female [ ]

B. AGE RANGE: Under 23 [ ] 36 to 40 [ ] 56 to 60 [ ]
23 to 25 [ ] 41 to 45 [ ] 61 to 65 [ ]
26 to 30 [ ] 46 to 50 [ ] 65 -Over [ ]
31 to 35 [ ] 51 to 55 [ ]

C. LEVEL OF EDUCATION: Check ALL degrees you HOLD.

Associate Degree [ ] Master's Degree [ ]
Bachelor's Degree [ ] Doctor's Degree [ ]

D. SOURCE: Please check one.

Active military [ ] Retired military [ ]
Husband/wife of military [ ] Non-military [ ]

E. EDUCATIONAL PLANS: Please check the box in the appropriate column.

I plan to:	Yes	No
1. Continue on a masters degree after graduation	[ ]	[ ]
2. Complete the Master's degree at UCT	[ ]	[ ]
3. Recommend UCT programs to friends	[ ]	[ ]
4. Support UCT financially after graduation	[ ]	[ ]
5. To send any son or daughter I might have to UCT	[ ]	[ ]

II. FINANCIAL SUPPORT: (Check one box in each column.)

I am a student:

[ ] Without dependents [ ] living with parents
[ ] With dependents [ ] living in campus housing
[ ] living off campus

III. FINANCIAL COSTS:

Approximately how much a month do you spend on the following?

Room/Board or Rent $_____ Transportation $_____
Personal Items $_____ Medical Expense $_____
Recreation $_____ Food $_____

IV. INSTRUCTION AND CURRICULUM OF UNIVERSITY OF CENTRAL TEXAS

Based upon all of the classes you have taken at UCT, how would you grade UCT professors concerning (Circle the grade):

A. Knowledge of subject matter	[A]	[B]	[C]	[D]	[F]
B. Ability to present & interpret subject matter	[A]	[B]	[C]	[D]	[F]
C. Ability to stimulate you academically	[A]	[B]	[C]	[D]	[F]
D. The quality of the courses you have taken	[A]	[B]	[C]	[D]	[F]
E. Quality of the textbooks & reading materials assigned in your classes	[A]	[B]	[C]	[D]	[F]
F. Quality of the syllabi for your classes	[A]	[B]	[C]	[D]	[F]
G. Accuracy of the syllabi for your classes (Do the classes carry out what syllabi state?)	[A]	[B]	[C]	[D]	[F]

V. FACILITIES RELATED TO INSTRUCTION

In general, how would you grade the:

A. QUALITY of the:

1. Buildings & rooms where classes are held	[A]	[B]	[C]	[D]	[F]
2. Books contained in the university library	[A]	[B]	[C]	[D]	[F]
3. Journals contained in the university library	[A]	[B]	[C]	[D]	[F]
4. Of the building/physical facilities of the university library	[A]	[B]	[C]	[D]	[F]
5. Copy machines	[A]	[B]	[C]	[D]	[F]
6. Computers	[A]	[B]	[C]	[D]	[F]
7. Audio visual equipment	[A]	[B]	[C]	[D]	[F]

B. QUANTITY of the:

1. Books in the university library	[A]	[B]	[C]	[D]	[F]
2. Journals in the university library	[A]	[B]	[C]	[D]	[F]
3. Copy machines	[A]	[B]	[C]	[D]	[F]
4. Computers	[A]	[B]	[C]	[D]	[F]
5. Audio visual equipment	[A]	[B]	[C]	[D]	[F]

C. AVAILABILITY of the:

1. Copy machines in the library	[A]	[B]	[C]	[D]	[F]
2. Computers in the library	[A]	[B]	[C]	[D]	[F]
3. Audio visual equipment	[A]	[B]	[C]	[D]	[F]

VI. ADMINISTRATION

A. QUALITY of:

1. Information about the university prior to application for admission	[A]	[B]	[C]	[D]	[F]
2. Information once received from initial inquiry	[A]	[B]	[C]	[D]	[F]
3. Services provided in admission process	[A]	[B]	[C]	[D]	[F]
4. Procedures involved in the registration process	[A]	[B]	[C]	[D]	[F]
5. Relations with administrative offices	[A]	[B]	[C]	[D]	[F]
6. Personal contact with university after becoming a student	[A]	[B]	[C]	[D]	[F]
7. Obtaining information about financial assistance	[A]	[B]	[C]	[D]	[F]
8. Administration of financial assistance after it is granted	[A]	[B]	[C]	[D]	[F]
9. Student counseling services	[A]	[B]	[C]	[D]	[F]
10. Access to learning resource facilities (Library, computers, etc.) after hours and off days	[A]	[B]	[C]	[D]	[F]

VII. UCT ACTIVITY

A. OPINIONS ABOUT THE UNIVERSITY: Circle the grade which you believe best reflects the extent to which UCT has:

1. PROMOTED conscious citizenship	[A]	[B]	[C]	[D]	[F]
2. PROVIDED a setting characterized by moral responsibility and sensitivity	[A]	[B]	[C]	[D]	[F]
3. STIMULATED your continuing intellectual curiousitity	[A]	[B]	[C]	[D]	[F]
4. PREPARED you for					
A. Advanced study	[A]	[B]	[C]	[D]	[F]
B. Career advancement	[A]	[B]	[C]	[D]	[F]
5. DEVELOPED your ability to					
A. Synthesize knowledge	[A]	[B]	[C]	[D]	[F]
B. Communicate effectively	[A]	[B]	[C]	[D]	[F]
6. PROVIDED opportunities to					
A. Acquire ethical knowledge and values	[A]	[B]	[C]	[D]	[F]
B. Practical knowledge and values	[A]	[B]	[C]	[D]	[F]
7. ENCOURAGED leadership and involvement	[A]	[B]	[C]	[D]	[F]
8. PROVIDED services which fostered:					
A. SKILL development	[A]	[B]	[C]	[D]	[F]
B. Self AWARENESS	[A]	[B]	[C]	[D]	[F]
C. Personal GROWTH	[A]	[B]	[C]	[D]	[F]
D. Career DEVELOPMENT	[A]	[B]	[C]	[D]	[F]

APPENDIX C

Request for Assistance Memo

UCT UNIVERSITY OF CENTRAL TEXAS, P.O. Box 1416 Killeen, TX 76540-1416

MEMORANDUM

TO: All Faculty

FROM: Dr. Terry P. Dixon
Vice President for Academic Affairs

DATE: November 27, 1989

SUBJ: University Surveys

During December 1 to 11 of the fall semester, the University will be asking various classes to participate in an Academic and Service Programs Survey. The purpose of the survey is:

1. to gather financial aid data required by outside agencies to assess students' future financial aid NEEDS.

2. to assess students' PERCEPTIONS of academic and service programs.

3. to assess students' ATTITUDES toward UCT programs and services.

4. to assess the educational QUALITY of students "out of class" activities.

The survey takes approximately 10 minutes to complete and will be administered by one of the graduate students listed below. We are asking your cooperation in the project by allowing the students administering the survey to distribute it in your class.

Thank you.

Richard J. Behrens
Wayman T. Dever, Jr.
Lisa R. Harris
Sandra D., Jordan
Jackie M. Lancaster
Ricardo Nieves
Steven M. Poirier
Richard L. Powell
Conrad Raines

lc

APPENDIX D

UCTASPS Written Comments

Comments and Written Responses

The following are written comments, exactly as spelled, which were found on the surveys. Where comments occur with a faculty or staff person's name, three XXX's replace the person's name. Copies of the actual surveys may be viewed in the data center located in the Vice President for Academic Affairs Office. Each comment is followed by the item number to which the written response is addressed and the survey identification number (preceded by a #) on which the comment was written.

Written Response and Comments:

1. *I am graduate student and believe that mandatory attendance requirements are ridiculous. #34*
2. *Not my bas???? for shopping VIII-E- #35*
3. *Classrooms 2nd floor library should be the standard. V-A-1- #35*
4. *Need more fiche copiers. V-A-5- #35*
5. *Need Col. for not used ever such as audio visual/computer. V-C- #35*
6. *Cost. VIII-E- #38*
7. *Doesn't make a difference to me. VIII-E- #5*
8. *Their Choice. I-5- #9*
9. *Got one already. I-E-1 through 4 #10*
10. *Too expensive to attend w/o financial support. I-E- #10*
11. *Community spirit. VIII-E- #10*
12. *Those businesses support UCT. VIII-E- #12*
13. *Depends on how the university continues. I-E-4- #18*
14. *Mr. XXX was my undergraduate advisor. He neither knows how to help me "develop" or find out what I really wanted to do. He does a tremendous job for Computer Science Majors. Dr. XXX is my graduate advisor and is the reason for my continuing w/UCT rather than UMHB. UCT is not in the publics eye, nor does Dr. XXX have any intentions of changing that. After living here 2 1/5 years, people still have no idea what UCT is compared AEC and CTC. UCT is not considered to offer quality educational growth. I believe this could improve w/good PR. Comments: #18*
15. *These grades are based upon undergraduate studies. My instructor for the masters program have been exceptional. V-# 18*
16. *For these reasons, I do not use the library if at all possible. V-B throuh C- #18*
18. *XXXX leaves a terrible first impression on a newcomer. VI-2- #18*
19. *The business office as a whole is about as delightful to deal w/as a headache. VI-3- #18*
20. *I signed up as an alumni and (gave my $10) and have yet to be so noted. VI-6- #18*

30. *Dr. XXX terrific!! VII-B- #18*
31. *What a joke!! VII- D- #18*
32. *No experience. VI-7- #48*
33. *Have received none. VI-7- #48*
34. *"A university or this university? I'm going here because I'm here (Killeen) Baylor forces a lot of religious crap down your throat and Austin is too far away. But, you should realize that most people studying here are dependent Army and <u>enlisted</u> and their too poor to buy much ,of anything. VIII-D- #48*
35. *Because I don't intend on staying in this area. Comments: #46*
36. *I like UCT. VIII-E- #45*
37. *Monitor History and Systems of Psychology Instructor Dr. XXX. Teacher really does not have student's best interest at heart. Comments: #39*
38. *Don't know. VII-4- #19*
39. *We need more parking space. Comments: #23*
40. *I am not including the instruction by Dr. XXX, because X is the <u>worst</u> teacher I have ever had. XXX would skew the results and I liked the other programs.*
41. *Need more of this. VII-6-B- #33*
42. *A Masters Degree plan for sociology/social work would be wonderful. Comments: #55*
43. *I choose these businesses that are most beneficial to myself and my family. VIII-E- #52*
44. *If I can't manage or arrange anything better. I-E-1- #48*
45. *I do not think the University is responsible for moral guidance of adults. I wonder why you even include such questions. When one is at the very beginning of preparing for a career, particularly if one is from a blue-collar, Army background how can one assess the adequacey of the preparations offered? I could use an outline of what is available in the way of work, in Texas, in the rest of the US, and what <u>specifically</u> the programs here will prepare me for. Also I could use information on how to get a larger, <u>specific</u> view of the possibilities of my intended profesional field and what is necessary for each level.*
46. *I feel I am preparing to enter a field about which I know few of the realities. I don't know enough to have an opinion. I don't know enough to know where to start looking to find out. I need <u>specifics.</u> In margins: #48*
47. *Economic consideration is top priority. VIII-E- #61*
48. *Not until school loans paid. I-E-4_ #60*
49. *Too cold 1/2 semester. V-A-1- #60*
50. *Need more updated references. V-A-2- #60*
51. *More. V-B-2- #60*
52. *More- much walking. V-B-4- #60*
53. *Excused absences should still be allowed because life is real and things happen. V-B-4- #60*
54. *This was the most difficult to get into of any*

school attended. VI-3-4- #60

55. None available except for academics. VI-9- #60
56. Most are very old and out dated. V-2- #59
57. To support the school. VIII-E- 58
58. Need more classroom space. books need to be here at bookstore on time before classes start and priced better. Classrooms should be comfortable both heated and cooled, and large enough for amount of students attending. Needs to be more support for students having problems in classes. Instructors need to reprimand students who continually talk and disturb the classes we want to attend and listen to! Comments: #57
59. Only if prices are competitive and products available for purchase are high quality. VIII-E- #56
60. XXX's class 16/16. #137
61. I receive <u>no</u> financial aid from UCT. VIII-E- #137
62. It doesn't matter. VIII-E- #95
63. Not observed. VI-7- #93
64. Sometimes. VIII-E
65. I make purchases based on economics, not popularity. Every dime counts when tuition cost are as high as they are. VIII-E- #85
66. It is not relevant. VIII-E- #82
67. Maybe, just maybe, it would lower tuition or improve the school in some way. VIII-E- #75
68. Not necessarily. VIII-E- #73
69. I buy where I get the best deal. VII-E- #72
70. A. Actual work has varied from minimal to very hard. VIII-E- #71
71. I want product not publicity. VIII-E- #70
72. Cal State Fullerton. I-E-5- #70
73. UCT Bld. V-A-1- #69
74. Need more. V-B-1- #69
75. Need more in some buildings. V-B-5- #69
76. School is separate financial entity. VIII-E- #65
77. First semester. VIII-B- #65
78. New. VII-4-6-C- #65
79. So they would continue their financial support. VIII-E- #63
80. Transportation- for fuel $191 for truck payment. III- #105
81. Work on. I-C- #105
82. Unknown. V-B-5,7,3- #107
83. Getting Master's in Dec. I-E-1- #109
84. Helps me. VIII-E- #111
85. Even though they support UCT, the best bargains would be most important. VIII-E- #112
86. In appreciation of their support, but they must not have higher prices. VIII-E- #115
87. Unknown. VI-8- #120
88. Surprise! A happyone- I did notexpect the academic level of professors, etc. Comments: #120
89. First semester. VIII-B- #124
90. Unsure. VIII-E- #124
91. Define. VII-8-B- #125

92. *Ambigous. VII-8-C- #125*
93. *Conflict of interest. VIII-E- 125*
94. *I could care less who supports the University since they already charge too much. VIII-E- #127*
95. *Not necessarily. VIII-E- #129*
96. *I hate advertising! VIII-E- #133*
97. *This survey needs two added categories for response to make the results valid. 1. Not applicable. 2. Unknown. Comments: #135*
98. *If <u>they</u> chose I would recommend. I-E- #154*
99. *I feel that only those businesses with a lot of money will be able to support the university. Many businesses cannot afford the extra giving, but are good quality business people and places. VIII-E- #154*
100. *Too many required. IV-E- #154*
101. *Have not used. V-A-6- #154*
102. *Not always the ones needed. V-B-2- #154*
103. *Have not used. V-B-4- #154*
104. *Do not use. V-C-2- #154*
105. *Some courses require too many books (per course) and at times the books are rarely used. Comments: #153*
106. *Textbooks required that are not use, seems a waste of money when money is scarce. Comments: #148*
107. *Depends on earnnings. I-E-4- #147*
108. *Too late. I-E-5- #147*
109. *Mortgage. III- #147*
110. *Transportation (beggar). III- #147*
111. *Microfilm viewers. V-A-7- #147*
112. *Husband determines where we shop-hardly ever outside of Coppers Cove. VIII-E- #147*
113. *A not in xxx's because I had it before. VIII-A- #142*
114. *I live in Georgetown, Texas. VIII-E- #142*
115. *Out of date. V-A-2- #142*
116. *V+ VI- #142*
117. *Don't know. A-9- #142*
118. *When working on a Master's Degree and working one doesn't find or have time for recreation. III- #176*
119. *In most cases <u>XXX doesn't.</u> IV-G- #176*
120. *More emphasis should be placed on getting positions for practicum students instead of waiting to the last minute or allow the student to find his own and accept it with out criticizing the student because it is MSW and not a counseling position. Comments: #176*
121. *Go to most convenient. VIII-E- #174*
122. *UCT is, for a small university, great. Comments: #174*
123. *Don't care. VIII-E- #171*
124. *I live in Waco. III- #170*
125. *Don't know. VIII-E- #166*
126. *Unknown at this time. V-B through VII-8- #166*
127. *They are helping. VIII-E- 162*
128. *Too old need alot of new ones. V-2- #160*

129. *I feel that this university, small as it may be, meets the needs of the average college student. (Being married and in military-or related to). Comment: #159*

130. *The staff (instructor) have allowed personal relationships to interfer /c professional making decisions. Comments: #156*

131. *3 hrs a day/week 6 hrs, Sat. VIII-C- #155*